
••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill.

BOSTON OFFICE: - - - - - 80 Boylston St., Boston, Mass.

NEW YORK OFFICE: - - - - - 285 Fifth Ave., New York City

SAN FRANCISCO OFFICE: - Phelan Bldg., San Francisco, Calif.

EUROPEAN OFFICE: - - - 7 Garrick St., London, W. C. 2, Eng.

AUSTRALIAN OFFICE: - - Bridge Street, Albion, Brisbane; Philip C. Baines, Agent

NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year. Ten Cents, the copy.

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Vol. III

MARCH, 1923

No. 7

Shorthand Reporting as a Profession

By Rupert P. SoRelle

[Editorial Note: It is suggested that this article, adopted partly from Gregg Reporting Short Cuts, be dictated to the advanced students and afterwards discussed.]

SHORTHAND reporting is one of the most attractive professions now open to both young men and young women. It is one that is worthy of the highest ambitions of anyone who wants to render a valuable service to the world—a service in which he can find keen enjoyment, variety of interest, intellectual recreation, an opportunity for growth, association with big men and women, and attractive remuneration. Moreover, it is a service for which there is at present a very urgent demand.

The court reporter's record is to the courts what bookkeeping and accountancy are to business. The reporter's work is full of interest. No

two cases that come into the court are alike. In each different problems and personalities are involved, different motives of action, and different situations and details. Many of the cases reported in court outrival the most brilliant novels or plays in plot, in action, in humor, and in dramatic climaxes. Every phase of human life, feelings, and emotions, come within the purview of the shorthand reporter. The verbal combats of lawyers with witnesses and with one another, the rulings and the charges of the judges, the science and art of presenting cases, the logic of law, the spell of oratory, of pathos, of humor, and even the tragedies and sordidities of life, are all for the reporter to hear about from

first-hand witnesses, and to transfer to the written record.

Charles Dickens found reporting to be the great school of human nature from which he drew the characters that made his name immortal. The reporter who adds

Offers Wide Opportunities for Growth

general reporting to his court-room activities enjoys even a wider range of interests. To the writer who takes a delight in his art, who enjoys the spirit of the game, there is a constant race between him and the witness or the orator or the preacher or whom-ever he may be reporting, which spurs him on to greater perfection in the art of shorthand writing. The constant contact with brilliant lawyers, judges, professional and business men, develops the reporter's intellectual growth; increases his mental alertness, his circle of friends, and widens his range of interests in life and his opportunities. The transcribing of his notes brings into action his knowledge of a great variety of subjects. He is constantly energized to read and study, for one day he may be reporting an intricate medical case in which expert medical authorities are giving testimony, and the next day the testimony of expert engineers, economists, or business men. Every human activity comes into the court room.

Many of the most famous judges and lawyers of the day served their apprenticeship first in the court reporter's chair. They could take with them in their study of the principles of law their experience in observing the application of them. They were able to compare the methods of successful lawyers, study the reactions of judges, and the psychology and the logic of law as it was being practiced.

While the court reporter, like all other professional men, is required to work—and often

Compensation times intensively—there are many compensations. The drudgery of reporting has been largely eliminated in recent years. Instead of laboriously typing out his record, the modern court reporter dictates his notes to the phonograph, and the cylinders are transcribed by typists. While the courts are not in session the reporter has his time to himself; the long summer vacations may be devoted to outdoor pleasures, study, travel, or he may do free-lance reporting of conventions, thereby increasing his income.

The compensations of the court reporter are as good as or better than those offered in many other professions. Official court stenographers usually receive from \$2,500 a year upward for attendance, and in addition receive transcript fees which amount to as much or more. Many of the official reporters in large centers like New York City, for example, have incomes of \$10,000 or more a year. To a competent reporter, an official appointment to a court reporting position usually means a lifetime job.

What preparation is required of a shorthand reporter? First of all he

Preparation must have a background of English education that fits him to take down language dealing with a multitude of different matters. Many of our leading reporters have had no more than a high school education—and many even less than that. The mastery of shorthand to a degree of proficiency necessary for reporting purposes is in itself an education in the English language and carries with it also the (Continued on page 243)

Conducting Contests

By Charles Lee Swem

CONTESTS are coming into real vogue. The International Typewriting Contests, during the eighteen or nineteen years of their existence, have done more to raise the speed of the average operator than any other factor. Similarly, shorthand contests have been highly instrumental in increasing the efficiency of shorthand writers throughout the country.

School contests are on the increase. Almost every state has its state contest in both typewriting and shorthand. Growing in popularity. Some states are just beginning. It will not be many years, we predict, before great interstate contests will be held, with the winner proclaimed national school champion of his or her line.

We believe there should be some standardization in the conducting of these tests, in the selection of the material, and in the promulgation of the rules. To this end we are printing a list of suggestions for teachers and schools having these contests in charge, confining ourselves solely to shorthand contests, as the typewriting contests, under the management of Mr. J. N. Kimball, are amply taken care of in the matter of standardization. The International Rules sent out by the typewriter companies should govern all typewriting contests, and we believe upon application to Mr. Kimball, 154 Nassau Street, New York City, standardized material may be secured such as is sent out monthly by the typewriter companies.

We would not assume to set ourselves up as the authority in shorthand matters, but

Contest Copy for Shorthand Tests our friends we **Furnished Our Readers** shall be glad to send, upon application, material

for their inter-county and interstate contests. By addressing a letter to the *American Shorthand Teacher* or to the *Gregg Writer*, telling the speeds desired, this material can be secured.

Tests in schools are variously given at from 80 to 125 words a minute, that is, a test of 80 words a minute, 90 words a minute, 100 words a minute, 110 words a minute, and 125 words a minute. Each test is for the duration of five minutes.

All material for shorthand tests should be selected, counted out in quarter-minutes, copied in duplicate (one for the reader, the other for the checker) and sealed, the matter not to be opened until the assembling of the students for the contest, and thus opened in their presence. Copy furnished by this magazine is so counted and prepared, and should be kept sealed until dictation is to be given.

The reader can read and keep his own time from a watch held by himself, or he may simply read and a timer behind him can tap him on the shoulder at every quarter-minute, two taps for the full minute. This is considered a better method of keeping time, as the reader's attention is not dis-

tracted from his copy. A stop watch is of great value in reading.

Two methods are followed in marking and identifying transcripts. In

Identifying Transcripts one, where the teacher does all the marking, the student may place his name and the speed on his transcript as well as on his notes, turning them both in to the teacher. She can be counted upon impartially to rate the transcripts. But in large classes it is sometimes more convenient to have the students themselves rate the transcripts. In this case, the teacher should supply each student, when he transcribes, with an envelope. She should instruct the student to write his name on his contest notes, but *in no case* to place any mark of identification either upon the envelope or his transcript.

When he turns in his transcript he should turn in the envelope, sealed, with the notes in it, and the teacher should place upon both the transcript and the envelope an identifying number. Then the papers may be distributed variously among the students, who can correct them, ignorant of whose paper they

Marking Papers are correcting. Here, of course, they should be placed upon their honor to notify the teacher if by mischance their own paper should be handed them. All the leading papers should be rechecked, of course, by the teacher, and the prize winner determined by her.

One error should be marked for each incorrectly transcribed word each omitted word, each transposition, and each inserted word. No error should be marked for *punctua-*

tion where the sense of the sentence is not affected.

No error should be marked for *typographical mistakes* where the mistake does not constitute a different word. Where the mistake constitutes a different word, no matter whether it "makes sense" or not, an error should be marked.

Hyphenated compound words are considered as two words. A mistake on one word of the compound will constitute only one error.

Figures are counted as they would be read. "Thirty-eight" is counted as two words. A mistake on one of the figures, therefore, would constitute but one error. Nineteen hundred and twenty-three is counted as five words. The writing of "1922" for "1923" would be one error. The writing of "1823" for "1923" would, similarly, be one error. The writing of "1819" for "1923" would be three errors.

Errors are not charged both for the transcribing of wrong words and the insertion of others. For instance, the checker should count the number of words incorrectly transcribed, and that will be the total of errors on that construction; but if the number of incorrect words the student transcribes on a particular construction exceeds the number of those he should have transcribed, he is *charged always with the greater number*. For instance, if he wrote *Secretary of State for the state*, he would be charged two errors. It will be seen that he has properly transcribed *state*, the only errors being the transcription of *Secretary of* for *the*, and he is charged with the greater number, which is two. Similarly, if, in a wrong transcription, the words he supplies are less than the copy, he is charged with the greater number. Care should be exercised in not charging him for words he has

correctly transcribed, although the construction as a whole may be wrong and subject to error.

Time for Transcribing Specific time should be allowed for transcribing.

As a suggestion, forty-five minutes may be allowed

for the 80 and 100 word tests; an hour for the 110 and the 125 word tests. Tran-

Disqualifying Inaccurate Work scripts should be disqualified for three or more than five percentage of errors, as the contest committee decides.



State Shorthand and Typewriting Contests

SIXTEEN high schools have entered an interscholastic contest of commercial subjects to be held at Carbondale, March 30, under the auspices of the Southern Illinois Teachers' Association, it is announced by T. L. Bryant, chairman of the Commercial Section of the Association and head of the Southern Illinois Normal Commercial Department.

The high schools entered are: Cairo, Murphysboro, Carmi, Harrisburg, Carbondale, Gorham, Herrin, West Frankfort, Mascoutah, Sparta, Vienna, DuQuoin, Belleville, Marion and Benton. Others are expected to enter.

Contests will be held in shorthand, typewriting, and penmanship, and first and second prizes will be awarded in each. The Normal school will not enter, but teachers of its commercial department will assist in putting on the contest.

Not more than two contestants may enter in each contest from one high school. Those doing the most satisfactory work in any of these three subjects, being observed not earlier than January 20, are eligible to enter, the rules stipulate.

Rules for the contest will be sent to high schools not having received

them, upon request to T. L. Bryant, Normal University Business Department, Carbondale, Illinois.

WESTERN Illinois State Teachers' College, Macomb, Illinois, also announces a contest, to be held in that district May 5. They already have entries from Peoria Central, Peoria Manual, Quincy, Galesburg, Monmouth, Macomb, Normal Academy, Lewistown, Kewanee, Aledo, La Harpe, Colchester, Havana, Rushville, Roseville, Beardstown, East Moline and Golden, and are looking for further entries before the event comes off. They expect the commercial departments of all high schools in western Illinois to participate, we learn from Mr. D. C. Beighey, head of the Department of Commercial Education at the College.

As the Illinois rules have not been given in the *American Shorthand Teacher* previously, the following regulations governing the contest at Macomb will be of interest to our readers:

WESTERN ILLINOIS RULES

Contests will be given in SHORTHAND-TYPE-WRITING-PENMANSHIP.

Announce to your classes that a contest will begin at the beginning of your second semester (about Feb. 1) and continue daily in your school

until April 27, at which time YOU will decide upon the person doing the most satisfactory work and capable of writing with the greatest speed. The persons selected will be permitted to enter the Interscholastic Contest to be given at the Western Illinois State Teachers' College, Saturday, May 5, 1923, at 1 p. m.

TYPEWRITING: You are expected to use your own good judgment in the material you use and in the training and selecting of your contestant. However, drills should be given each day on regular monthly speed tests, in addition to theory work of your regular text. Drill by writing for fifteen minutes during each lesson. Drill according to International rules. On April 27, select the most capable student to enter our Interscholastic contest to be held at the Western Illinois State Teachers' College, May 5, and forward at that time the name of the contestant from your school.

SHORTHAND: Train to write new matter, either business or literary, at rates up to one hundred twenty words per minute. On April 27 select the most capable student to enter our Interscholastic contest to be held at the Western Illinois State Teachers' College, May 5, and forward at that time the name of the contestant from your school.

PENMANSHIP: The contest in penmanship will be a school or class contest. Each student in your penmanship class will be expected to save and file one sheet every week until April 27. Specimens should be arranged and brought to the Western Illinois State Teachers' College on May 5 and placed on display, but may be mailed on April 27 if desired.

Students may enter and compete in either or both of the contests in Shorthand and Typewriting, but no more than two persons may enter these contests from one school.

No student will be eligible to enter the Shorthand and Typewriting contests who has at May 5, 1923, studied or practiced for a period longer than two school years. Attendance at High School need not have been continuous. (Most students entering the contest will have had one year's practice only.) Contest is open to students of High School grade only.

SPECIAL INSTRUCTIONS

1. TYPEWRITING:

- (a) Bring your best machine. If this is impossible, notify us on Form No. 1.
- (b) Material will be supplied by the Western Illinois State Teachers' College.
- (c) Contestants are to write for fifteen minutes from copy, without interruption.
- (d) Work will be graded according to International rules.

(e) The student having the greatest number of "net words" per minute, will be declared the winner.

(f) Prizes will be given for first and second places.

2. SHORTHAND:

(a) Bring your individual notebook.

(b) Dictation will be on business letters or literary matter or both.

(c) Three different rates of speed will be dictated, 80 words per minute, 100 words per minute, and 120 words per minute.

(d) Contestant may compete on any or all of the different rates of speed.

(e) Each article dictated will be 300 words in length.

(f) Transcription may be written out by hand or typewritten.

(g) Forty (40) minutes will be the time limit for transcribing.

(h) The student or students showing the greatest accuracy in each of the three transcriptions will be declared winner or winners.

(i) Prizes will be given for first and second places.

3. PENMANSHIP: Displays will be graded as follows:

- | | |
|---|-----|
| 1. Movement used..... | 45% |
| 2. Form of letters..... | 30% |
| 3. Neatness of papers..... | 20% |
| 4. Largest class submitting papers..... | 5% |

4. Prizes will be given in each contest:

- (a) Two individual prizes in Typewriting for first and second places.
- (b) Two individual prizes in Shorthand for first and second places.
- (c) Two class prizes in Penmanship for first and second places.

5. A fee of 50c must accompany Form No. 2 when mailed April 27.

When starting your contest, please notify the committee on Form No. 1 of your intention of entering this contest. Mail Form No. 2 not later than April 27.

Please feel free to ask about any points of the above that are not clear to you. We trust that this contest will be the means of producing keen rivalry in your classes which will produce more lasting and satisfactory results.

The Western Illinois State Teachers' College will do all in its power to make the Interscholastic contest a successful one, and the visit of the contestants pleasant.

Address all inquiries to D. C. Beighey, Contest Manager, Macomb, Illinois.

The forms mentioned are as follows:

Form No. 1

(To be mailed about Feb. 1)

School.....
 City.....
 Date.....

Mr. D. C. Beighey,
 Macomb, Illinois.

Dear Sir:

I expect to begin not later than Feb. 1 to train my classes in

Typewriting

Shorthand

Shorthand

Penmanship

(Underscore the contests
 you intend to enter)

and will forward the name of the contestant or
 contestants who will compete in the Inter-
 scholastic contest, not later than April 27.

Very truly,

COMMERCIAL TEACHER

Form No. 2

(To be mailed not later than April 27)

(Inclose a fee of 50c)

School.....
 City.....
 Date.....

Mr. D. C. Beighey,
 Macomb, Illinois.

Dear Sir:

I have decided upon the following named persons to enter the Interscholastic contest to be given at the Western Illinois State Teachers' College, Macomb, Illinois, Saturday, May 5, at 1 p. m.

	Name	Contest
1		will enter the TYPE- WRITING contest.
2		will enter the SHORT- HAND contest.
3		will submit papers in PENMANSHIP contest

Very truly,

COMMERCIAL TEACHER

To you
 who have faith,
 ambition, energy,
 determination and grit,
 the way has been shown.
 The success of your class
 depends upon
 your action.

Indiana Rules Changed

IN THE light of their experience with last year's initial state contest, there have been a few changes made in the Indiana rules, Mr. M. E. Studebaker writes us. Inasmuch as there are questions arising from time to time, an Advisory Committee, consisting of M. W. Northup, Fort Wayne, Conrad Morris, Marion, and G. H. Clevenger, Richmond, was appointed to help decide contest matters. The present rules were changed as a result of their combined work.

The complete rules were printed in our issue of April, 1922, so only the amended and new paragraphs are quoted below.

Three speeds instead of two were decided on for this year's shorthand tests, and slight restrictions made in the entrance requirements, accordingly.

NEW AND AMENDED RULES

4. There will be three tests of five minutes each, with a short interval between tests. In the first, dictation will be given at the rate of 60 words a minute; in the second, 80 words a minute; and in the third, 100 words a minute. Contestants may take only one of the three tests.

5. Any student who has not had more than two semesters of shorthand may take the 60-word test; three semesters, the 80-word test; and four semesters, the 100-word test.

6. The 60-word test may be transcribed by pen or on the typewriter. Certificates of proficiency will be awarded to contestants in the 60-word class who make a grade of 95% or more in accuracy. The 80-word and 100-word tests must be transcribed on the typewriter.

9. The school having the highest team average for the six contests in the 80-word and 100-word tests shall be the winner of the Indiana State Shorthand Championship. The school having the second highest team average shall be the winner of second place, etc.

11. Individual honors will be awarded as follows: A gold medal will be awarded the winner of first place in the 80-word and 100-word contests; a silver medal, the second place; and a bronze medal, the third place. (The school prize is a loving cup.) (Continued on page 232)

15. The contest for 1923 will be held in the auditorium of the Indiana State Normal School, Eastern Division, Muncie, Indiana, Friday, April 20, beginning at 2:00 p. m.

16. Application for entrance must be filed with the State Normal School, Muncie, on or before April 6, 1923, on a blank furnished by them.

17. Each school sending contestants must be represented by a faculty member at the contest, preferably the teacher of shorthand or the head of the department.

A new feature added this year, **Teachers' Contests Started** and one which we believe no other state has yet incorporated in their contest program, is a **Teachers' Contest**.

1. Any individual employed as a commercial teacher in any public high school in the state of Indiana is eligible to enter this contest.

2. A teacher may take and transcribe both the 80-word and the 100-word tests. No transcript will be considered which contains more than 5½ errors.

3. A certificate of proficiency will be awarded the teacher at the highest rate at which he qualifies in either contest.

This certainly should give 100% value to the training for the event, since it puts the teachers on their mettle not only as regards their ability to produce proficient students, but to demonstrate their personal ability to follow their own instruction! It is an idea that can be borrowed with profit by the other states.

Very little change was made in the rules governing the typewriting events, except in the introduction of the official designations, Novice and Amateur, instead of Novice and Second-Year classes.

5. (b) Any regularly enrolled student in typewriting (for credit) is eligible to enter the Amateur Class of the 1923 contest, except as hereinafter provided, regardless of the number of instruction and practice hours.

10. The school having the highest team average for the six contests (three from the Novice and three from the Amateur Class) shall be the winner of the Indiana State Typists' championship. The school having the second highest team aver-

age shall be the winner of the second place, etc.

13. The contest for 1923 will be held in the auditorium of the Indiana State Normal School, Eastern Division, Muncie, Indiana, Friday, April 20, beginning at 10 A. M.

14. Application for entrance must be filed with the State Normal School, Muncie, on or before April 6, 1923, on a blank furnished by them.

A teachers' contest in typewriting has also been inaugurated, to which any public high school commercial teacher is eligible.

2. This contest shall be for fifteen minutes from printed copy furnished by the manager of International Contests, New York City.

3. A certificate of proficiency showing net speed will be awarded to all teachers who finish with an average of 40 words or more per minute.

Many who could not finance the trip for the first contest have written Mr. Studebaker that they are coming this time, and those who were in the first contest are expected back again. The indications are that the gathering will be a rousing one. "The more the merrier," Mr. Studebaker says. If there is anything you wish explained, he is at your service if you will write him at Ball Teachers' College, Eastern Division, Indiana State Normal School, Muncie, Indiana.



Shorthand Helps

THE shorthand teacher is often confronted with the problem, "Oh, for more supplementary material," additional drill on a particular lesson or lessons. I have found it very helpful to type a list of words and sentences as found in "old Gregg Writers"; cut a stencil of that list, and then distribute these copies among the students. This material may also serve for dictation purposes or test material, if you so desire.—*Marie S. Benson.*

REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

Southern California

THE Southern California Commercial Teachers' Association had a very successful meeting on October 28th, at Huntington Park, California. These meetings were featured by classes organized for the presentation of commercial subjects, which proved both interesting and effective.

The new officers of the Association elected for the coming year are:

PRESIDENT: Mr. Ralph E. Oliver, of Long Beach.

VICE-PRESIDENT: Miss Margaret E. Keefe, of Los Angeles.

SECRETARY: Miss Jessie Wyant, of Long Beach.

TREASURER: Mr. Charles Benson, of Los Angeles.

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Indiana

Report by Bert Tharp

NORTHERN Indiana teachers held a two days' meeting of their association in Fort Wayne October 13 and 14, but space has been so crowded that an account of this and several other state conventions has had to be held over.

There were three general meetings and six sectional meetings, with music and a one-act play by students of various high schools to add entertainment to the "shop talk."

Mr. H. B. Allman, of Angola, with his assistant officers, H. C. Kaufman, of Harlan, and C. B. Byers, of Huntington, had charge of the Senior High School meetings, while Mr. Clifford Funderburg, of Huntington, conducted the Junior High School session Friday afternoon at Central High

School, assisted by W. Guy Brown, of Decatur, and A. R. Fleck, of South Whitley.

Commercial work was not featured on the programs, the addresses dealing with extra curricular activities, public speaking, dramatics, and general methods, in the Senior section, and with results of the work, in the Junior. Dr. Thomas H. Briggs, of Columbia University, spoke at the section meeting on "Is the Junior High School a Failure?" and made a forceful argument both for and against the school, his conclusion being that it depended entirely on the teacher. "There should be a change in the curriculum of the junior high schools," said Dr. Briggs. "More practical work should be introduced in order that the backward children can grasp the essentials of the courses such as mathematics, science, and usable grammar." The school should teach a better appreciation of values, he thinks. Dr. Briggs seems to favor the 6-3-3 plan.

The Junior High School section chose Curtis Merriman, of Bluffton, as chairman for 1923, S. Zeigler, Auburn, vice-chairman, and Grace Coffin, Decatur, secretary.

Among the prominent speakers at the general and other section meetings were State Superintendent Benjamin J. Burris, Dr. F. G. Pickell, Assistant Superintendent at Cleveland, Professor Patty Smith Hill, and Dr. Wm. H. Kilpatrick, co-workers of Dr. Briggs at Columbia University, and Dr. Martin G. Brumbaugh, of Philadelphia.

(Reports continued on page 234)

Michigan

Report by Bert Tharp

A REPORT has already been made of the District meeting at Grand Rapids. The First and Second Districts held their meetings at about the same time, the second at Saginaw, October 30 and 31, the First at Detroit, November 2 and 3.

General, departmental, and sectional meetings are all arranged for on the Michigan program, but it is the Commercial Section in which we are most interested.

AT Saginaw the commercial teachers got together at the Manual Training School, Tuesday, the 31st. Book-keeping discussions opened the program

Second District Miss Celia Sprague, of Flint, spoke on beginning bookkeeping, advocating particularly the journal method of teaching. She was followed by Mr. S. S. Purdy, head commercial teacher at East Side High School, Saginaw, whose topic was "Advanced Book-keeping." Mr. Purdy is not in favor of teaching machine bookkeeping in high school courses, but does strongly urge the use of sample checks, notes, drafts, and such papers to familiarize the class with their use in business. J. E. Sherwood, of the 20th Century Bookkeeping Company, Cincinnati, spoke on methods of teaching accounting in secondary schools, and Mr. Charles G. Reigner, of Baltimore, talked on the secretarial course. The time was then almost up, but in the few minutes allowed them, Miss Merle L. Merritt, Flint, made some very good points on stenography and typewriting, and T. W. DeHaven, head of the Arthur Hill commercial department at Saginaw, some helpful observations on commercial law.

Mr. F. E. Robinson, of the Mount Pleasant Normal School, Mount Pleasant, Michigan, succeeds Mr. W. J. Russell as district chairman, and Merle Sanford, of West Side High School, Saginaw, was elected to the secretaryship.

THE First District meeting, at Detroit Central High School, took for discussion the topic "Preparing the Student for Modern Business Requirements." **First District** "Accountancy in Modern Business Undertakings" was the subject of an address by Professor W. A. Paton, of the University of Michigan. He showed the progress we have made in accounting as related to the corporation and business concern. This address was followed by a general discussion, and then Mr. Charles Reigner, of Baltimore, talked on secretarial work. "The Way in Which the School May Best Serve Business Through Good Teaching of English," gave Mr. P. R. Cleary, of Cleary College, Ypsilanti, an opportunity to urge more *practical* English instruction. Mrs. Ellen Linton, of Cass Technical High School, contributed an interesting explanation of the value of the school library in the study of commercial subjects, and Professor E. D. Pennell, of Western Normal School, Kalamazoo told the gathering about the state contests and urged that they all enter.

Mr. C. W. Blanchard, of Northern High School, Detroit, was chosen district chairman for this year.

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A report of the New England High School convention held in November will be found on page 245.

Coming— Eastern Commercial Teachers' Convention

Hotel Biltmore, Providence, Rhode Island

March 29-31, 1923

THIS year-marks the Silver Jubilee of the organization of the Eastern Commercial Teachers' Association, and it is planned to make the twenty-fifth annual convention as great a success as the N. C. T. F. celebration at Chicago, Christmas week.

We had been expecting the complete program in time for this issue, but only the preliminary draft has arrived. It outlines the main events, however, so that you will know in advance how to apportion your time!

Reduced railroad rates of fare and one-half, on the certificate plan, have been secured by Secretary F. A. Tibbetts (Dickinson High School, Jersey City, New Jersey) from the New England Passenger Association from all points in New England, and it is expected that the Trunk Line and Central passenger associations will grant the same privilege. Two hundred fifty certificates will secure the rate.

PROGRAM

Thursday, March 29

10:00 o'clock REGISTRATION OF MEMBERS
2:00 o'clock GENERAL MEETING

Address of Welcome, by Hon. Wm. F. Flynn, Governor of Rhode Island

Response, by J. E. Fuller, Wilmington, Delaware

President's Address, by F. B. Moore, Trenton, New Jersey

ROUND TABLE MEETINGS

U. S. Veteran's Bureau

Promotion and Extension

Higher Accounting, Law, and Economics

6:00 o'clock COMMERCIAL EDUCATION DINNER

Conference in conjunction with U. S. Bureau of Education

Evening

9:00 o'clock INFORMAL RECEPTION AND DANCE

Friday, March 30

9:30 o'clock GENERAL MEETING

Addresses:

Walter E. Ranger, Commissioner of Education for Rhode Island

Payson H. Smith, Commissioner of Education for Massachusetts

2:00 o'clock ROUND TABLE MEETINGS

Commercial

Secretarial

Penmanship

Private Business School Owners and Managers

Evening

Silver Anniversary Banquet, Toastmaster, C. O. Althouse, of Philadelphia, Pennsylvania

Speakers:

Dr. W. H. P. Faunce

Strickland Gilliland

Saturday, March 31

9:30 o'clock

Addresses:

Henry Sharp, of Brown and Sharp, Providence

Hon. W. N. Ferris, Big Rapids, Michigan

Representative from the Babson Statistical Organization

Miss Katherine Gibbs, Secretarial School, New York City

BUSINESS MEETING

ADJOURNMENT

Mr. Tibbetts lists the hotels, and their rates, and we pass on the information for the benefit of those of you not familiar with Providence.

HOTEL RATES

Hotel Biltmore, Dorrance Street, \$4.00 up

Crown Hotel, 208 Weybosset Street, \$3.00 up

Narragansett Hotel, Dorrance Street, \$2.00 up

Hotel Dreyfus, 119 Washington Street, \$2.50 up

Hotel Berkshire, 317 Westminster Street, \$2.50 up

Hotel Rialto, 122 Fountain Street, \$2.00 up

Healey's Hotel, 135 Snow Street, \$2.00 up

Hotel Franklin, 65 Franklin Street, \$1.50 up

There will probably be a preliminary meeting conducted by Mr. E. W. Barnhart on Wednesday, March 28. Come early and stay to the finish!

EDITORIAL COMMENT

On Sundry Topics

Three Hundred Fifty Words a Minute

THREE hundred fifty words a minute! That was the headline of an article which recently appeared in many of the newspapers throughout the country. The announcement fairly takes one's breath away. Is it believable? The reader of it immediately and legitimately reaches the conclusion that the dictation was from a newspaper article or editorial of the straight-literary-matter type. But, dear reader, calm yourself. That announcement of 350 words a minute conveys *one* meaning; what happened is quite *another* thing. This widely proclaimed feat of shorthand writing was done in connection with the recent contest of the New York State Shorthand Reporters' Association in New York City.

Before getting excited about it, let us see what actually took place. To begin, the test was on very simple monosyllabic court testimony of the question-and-answer variety. The dictation was for two minutes' duration. It was a "sprint" contest, frankly announced to be "on matter that could be written at that speed." But that is not all. In the 700 words of the dictation the words "question" and "answer," which were counted *but not read*, occurred 134 times! Thus by a very simple mathematical formula we see that the matter was actually dictated at 283 words a minute instead of 350. This is a speed only negligibly faster than that of the testimony dictation in the National Shorthand Reporters' Association contest, which

last year was at the actual dictated rate of 281.4 words a minute. But there is this marked difference: *In the National contest the dictation is at the speed named, while in the New York State contest it is not.*

In drawing any comparison between the relative speed of this "sprint" contest with the National contest there are other factors to be taken into consideration—first, the *kind* of matter; and, second, the *duration* of time of dictation. In the National contest the syllable intensity of the testimony dictation for the last three years has been 1.30, not considering the "questions" and "answers." In the "sprint" contest the syllable intensity was 1.11 without the "questions" and "answers." Consequently the New York State contest matter was equivalent to a speed of only 231 words a minute on the syllable intensity basis of the National contest.

The length of the dictation also has a tremendous bearing on the situation. In a two-minute dictation, such as that given in the contest in question, the memory plays a part that it does not in a five-minute dictation. Another factor is the number of words that the writer writes after the dictation ceases, which has a more favorable influence on a two-minute than it does on a five-minute dictation. The remarkable simplicity of the matter is shown in the fact that the average length of the questions and answers was 4.3 words. Only thirty-six different words contained more than one syllable. But the crux of the question is—how can

EDITORIAL COMMENT

On Sundry Topics

350 words a minute be written when the rate of dictation is actually but 283?

We are firmly convinced that in contests of this kind, where a speed is claimed that is not actually achieved, an irreparable damage is done to the whole reporting profession. It creates false impressions. The public is not able to discriminate between "testimony" dictations and straight literary matter. It accepts the statement as it is made *as a fact* when it is not a fact. Young writers all over the country are led to believe that a speed of 350 words a minute was actually accomplished, when it was not. Numerous reports of this contest have gone out stating that a speed of 350 words a minute was achieved, without any explanation of the kind of matter dictated or of the conditions under which the contest was held—not even the explanation that the "questions" and "answers," amounting to sixty-seven a minute, were counted in the total *but not read*.

* * *

Obituary

James T. Austin

WE have just learned of the sudden death on February 4, of Mr. James T. Austin. Many of our readers will remember Mr. Austin as owner of the Waynesboro, Pennsylvania, Business College, where he taught for many years. He retired for a long-planned rest in 1920, but not content out of the harness, soon bought the Martinsburg Business College at Martinsburg, West Virginia. Mrs. Austin expects to continue running the school.

Shorthand Course Oakland Elementary Schools

MISS Cora M. Pryor, Chairman of the Shorthand Sub-Committee, has sent us copy of the tentative courses of study worked out in Oakland, California, for Typing, Shorthand and Commercial Arithmetic for Grades 7, 8, and 9. This course is now being tested in the Oakland Public Schools and from the experience thus gained a revision will be made if necessary.

The outline for the two-year course provides for finishing the first eleven lessons of the Manual, Speed Studies and Graded Readings in the Eighth Grade and the remainder of the work in the Ninth Grade. In the one-year course the same ground is covered in the Ninth Grade alone. In the one-year course the time allowance is five forty-minute recitation periods a week, while in the two-year course only the five recitation periods a week are used.

The typewriting outline specifies Rational Typewriting as the text and provides for a four-semester course. It is suggested that the minimum number of net words a minute to be required in ten-minute speed tests at the end of the four semesters work should be thirty-five, if the typewriting was begun in the Eighth Grade, and from twenty-five to thirty words a minute for the typewriting begun in the Seventh Grade. The first speed tests are to be given in the second semester, and by the end of that semester a speed of twenty words a minute in the Eighth Grade, or fifteen words a minute in the Seventh Grade, is to be reached.

SCHOOL NEWS AND PERSONAL NEWS

Found in the Editor's Mail

THE newly organized and progressive Alaska Educational Association has sent a paid-up, active membership to Mrs. Frances Effinger-Raymond, Pacific Coast and Orient Manager, of the Gregg Publishing Company. Mrs. Raymond has visited the Alaska schools and has a professional interest in the work done in the secondary schools, as well as a large acquaintance among the teachers.

△ △ △

For several years Miss Audrey Faulder has been teaching at Taylor University, Upland, Indiana. She has now changed to high school work, at Warren.

△ △ △

Miss Anne Mary Johnson, who has been teaching in the public schools of Duluth, is now at West High School, Minneapolis.

△ △ △

Texas Christian University, Fort Worth, has a new director in the Business Administration Department, Mr. John W. Ballard. Mr. Ballard was with Queen's University, Kingston, Ontario, last year.

△ △ △

A neat little folder reached us a short time ago, announcing the completion of new quarters for the Columbia Commercial University at Lancaster, Ohio, and inviting our attendance at the formal opening held on Saturday, February 10. The school is now located in the Martens Motor

Building on Broad Street, where the students have advantage of the most modern equipment.

The school is not the largest in the state, but is one of the best. It has been serving the community for over thirty years, and in that time has turned out more than 2,500 stenographers and office workers.

△ △ △

Miss Catherine E. O'Donnell has recently received appointment and is now teaching at the Southbridge High School, Southbridge, Massachusetts. Miss O'Donnell is a product of Boston University.

△ △ △

At the election day for the Ways and Means Committee of the Chicago Association of Commerce, January 17, Mr. Henry J. Holm, Principal of Gregg School, was again elected to membership in that committee. This is a distinctive honor. Mr. Holm is to be congratulated on his re-election

△ △ △

To the many teachers claiming the Milwaukee Normal School as their Alma Mater, the announcement that Mr. Carroll G. Pearce has resigned the presidency will be received with regret. We understand, however, that the profession is not to lose his leadership, but that he is to continue his constructive work of several years as one of the editors of the *American School*. His experience and wise counsel are a vital force in shaping the courses that best conform to the requirements of the present era.

Shorthand Gymnastics

By W. W. Lewis

Head of Theory Department, Gregg School, Chicago

THE *oo-hook* is similar to the *o-hook* in that it should be kept narrow, deep, and the sides parallel. Observe the similarity between the *oo-hook* and the longhand letter *n*.



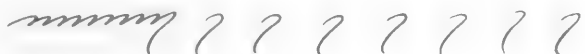
In the continuation drill, the count should be *oo-2-3-4-5-6-7-8-9-10*, following with the individual hook in the same rhythm. Be sure to keep the hook narrow and deep.



In the *oo-k-g-* drill, be sure to keep the proper proportion.



When the stroke follows the hook without an angle, swing the stroke off from the hook with the last count.



Observe the proportion in the following:



When the stroke follows the hook with an angle, the stroke should be an extra count, *oo-2-3-4-5-6-7-8-9-10-k*.

ooooooooo r r r r r

ooooooooo l l l l l

ooooooooo k k k k k

When the stroke precedes the hook without forming an angle, the stroke should be a half count only, *too-2-3-4-5-6-7-8-9-10*.

In joining the hook after *r* or *l*, the *r* or *l* should curve up well at the end, so the hook following will open clearly at the bottom.

ooooooooo r r r r r

ooooooooo l l l l l

When the stroke precedes the hook, forming an angle, let the count start with the stroke, *sh-oo-2-3-4-5-6-7-8-9-10*.

Be sure to follow all drills by the individual outline.

ooooooooo h h h h h

ooooooooo b b b b b

ooooooooo g g g g g

ooooooooo u u u u u



In the drill for the *oo-hook* on its side, the count should be: *oo-2-3-4-5-6*, following with the individual hook in the same rhythm.



Be sure to keep the hook narrow and deep. In the words *moon*, *mood*, and *cool*, note how the *n*, *d*, and *l* retrace the hook.



In combining the two hooks in the drills below and on the next page, be careful not to let one interfere with the other. The count should be *oo and 2 and 3 and 4 and 5 and*. The count *and* represents the *v* hook.





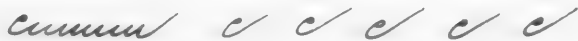
Observe that the joining of *ool*, etc., is the same as the joining of *fl*, etc.; that is, no angle is formed unless there is an intervening circle.



When the hook is joined with a circle, the two should be kept separate; that is, a line drawn across the open end of the hook should separate it from the circle.



In joining the loop to a stroke, the loop should meet the stroke obliquely. Compare such joining with the circle joining in the following:





(To be continued next month)

✱ ✱ ✱

Shorthand Reporting as a Profession

(Continued from page 226)

acquisition of a vast fund of information that is of value to the reporter. More depends upon general intelligence and potential abilities than upon any previous educational training. Good hearing and sight, a natural coordination of mental and manual movements, alertness of mind and movement, the ability to make quick decisions, steadiness and self-control under pressure of circumstances, added to a common school education and technical equipment, will form a splendid basis for success in the reporting field.

Second, high speed and accuracy in shorthand writing of course are technically basic. The business of the reporter is to take down the spoken word and return it in typewritten form. No other ability can be substituted for this.

An idea of what is meant by high speed may be gained from the requirements in states where the law regulates the reporters' examinations. The University of the State of New York has instituted the degree of Certified Shorthand Reporter. The examination for this consists of dictation for

one hour at speeds ranging from 130 to 200 words a minute—the latter being on court testimony—and transcripts of various portions of the dictations and reading back other portions as directed by the examining committee. This is probably as high a requirement as exists in any state. Incidentally it may be mentioned that the first diploma ever issued on examination by the University was to a writer of Gregg Shorthand—Miss Paula E. Werning.

While the shorthand reporter at times needs all the speed he can possibly summon, it appears from the nature of the examinations

that 200 words a minute on testimony is regarded as sufficiently high to merit a diploma as a Certified Shorthand Reporter. In the 1921 contest at Niagara Falls, Mr. Albert Schneider, a writer of Gregg Shorthand, won the world championship, and defeated three former champions, by writing at the rates of 200 words a minute on straight literary matter, 240 words a minute on jury charge, and 280 words a minute on testimony, with an average accuracy of 97.83 per cent. At 215 words a minute on straight

literary matter he established a world record. Owing to the accuracy of his shorthand, he transcribed five five-minute dictations, ranging in speed from 175 to 280 words a minute, in the time allotted for three. Mr. Schneider was then but twenty years of age, the youngest writer to achieve the championship.

In the 1922 contest Mr. Swem won second place in the Championship with an accuracy record of 98.69% on dictations given at 200, 240, and 280 words a minute. On the 280 words a minute testimony dictation, he made a net of 279 words a minute, with an accuracy record of 99.15%. On the 220 straight literary matter dictation he made a net of 218.6 words a minute.

In this same contest Mr. Schneider won third place, with an accuracy record of 98.36%. On the 280 matter he had a net of 275.4 words a minute.

Mr. Swem, Miss Werning, Mr. Weisenburger, Miss Tarr, and Mr.

Urge Student to Enter the Reporting Profession Gurtler, all writers of Gregg Shorthand, have demonstrated their ability in the open contests of the National Shorthand

Reporters' Association to write far beyond the 200-word-a-minute rate. Without exception they had had less than half the experience of other writers who equaled their performance. Probably every one of the 250 or more official and general reporters using the system are required at times to write beyond this speed. The point simply is this: that your students are studying a system of proved superiority in speed and accuracy. Every student with the proper foundation who takes up the study of it has potential possibilities as a reporter

and should be encouraged to prepare for the profession. It is a field that offers splendid opportunities and is one that is not likely to become overcrowded.

Teachers' Certificates

THE following candidates have received the Gregg Teacher's Certificate since the last list was published:

Sister M. Adelma, Bethlehem, Pa.
 Ada M. Ballinger, Fort Scott, Kans.
 Evelyn Bell, Galveston, Tex.
 Launa Bowen, Buffalo, N. Y.
 Donna Brown, Richmond, Va.
 Ida Axelea Carlson, Duluth, Minn.
 Meltrude Coe, Eugene, Oregon
 Cecil R. Corzine, West Frankfort, Ill.
 Elsie G. Cumro, Crete, Nebr.
 Hazel Deardorf, San Diego, Calif.
 B. Elizabeth Eads, Oklahoma City, Okla.
 Mrs. D. K. Faulkenberry, Columbia, S. C.
 Ina B. Foss, Waterville, Maine
 Evelyn S. Goss, San Francisco, Calif.
 Orlena B. Hawkins, Jackson, Tenn.
 Mrs. Nannie Adams Houston, Dallas, Tex.
 Edith H. Kerney, Port Huron, Mich.
 Estella Krof, Housatonic, Mass.
 Miss Marion E. Kyes, Barrington, R. I.
 Sister Mary Laurine, North Adams, Mass.
 Ruth C. Lindman, Wrangell, Alaska
 Lassie McNatt, Fort Worth, Tex.
 C. W. Moraliz, Guatemala, C. A.
 Blanche Holt Parsons, Chico, Calif.
 Nettie M. Patton, Missouri Valley, Iowa
 Harriet Roeger, Seymour, Ind.
 Miss Z. Ruth Root, Saco, Maine
 Anna M. Schmid, Jeffersonville, Ind.
 Josephine Shanafelt, Oklahoma City, Okla.
 Olive Genevieve Sheff, Superior, Wis.
 Marguerite Simmons, Tyrone, Okla.
 Martha A. Simmons, Tyrone, Okla.
 Mrs. Eva B. Steel, Elkhart, Ind.
 Eula B. Surber, Kansas City, Mo.
 Mrs. George B. Theilen, Dallas, Tex.
 Faye M. Tibbetts, Fort Scott, Kans.
 Edythe L. Twiss, Three Rivers, Mass.
 Esther M. Wark, Denver, Colo.
 Alpha Waugh, Tyrone, Okla.
 Zelma Weller, Oklahoma City, Okla.
 Dorothy R. Ziegler, Pittsfield, Mass.
 Alberta Jean Zook, Norfolk, Nebr.
 Nettie M. Patten, Missouri Valley, Iowa
 Josephine Shanafelt, Oklahoma City, Okla.

New England High Schools Convention

Report by Ralph McMasters

OFFICERS FOR 1923

President, Chester M. Grover, of the Roxbury High School, Boston

First Vice-President, Miss M. E. Conn, Everett, Massachusetts

Second Vice-President, Guy D. Miller, Springfield, Massachusetts

Secretary, W. O. Holden, Pawtucket, Rhode Island

Treasurer, W. E. Potter, Springfield, Massachusetts

THE Twentieth Annual Meeting of the New England High School Commercial Teachers' Association convened at the State Normal School, Salem, Massachusetts, Saturday, November 18, teachers coming from all parts of New England. Credit is due President Atlee L. Percy, of Boston University, and his co-workers for an excellent program. Every scheduled speaker appeared.

At 10 a. m. the Normal School Glee Club sang under the direction of Mr. F. W. Archibald, then Mr. J. Asbury Pitman, principal of the Normal School, greeted the delegates and reviewed briefly the progress made in commercial education during the life of the Association. He emphasized the need for more thorough preparation of commercial teachers. The profession is advancing rapidly to the front rank and teachers must continue to study. The training should be broad, deep, and thorough in those qualities that make for success in every walk of life.

Following Mr. Pitman, the president introduced Dr. Cheesman A. Herrick, President, Girard College, Philadelphia, who spoke on "Economics in the Commercial Course." Dr. Herrick feels those interested in the commercial courses have not as yet recognized the great subject of how to make the most of this universe of ours. Economics should be one of the subjects taught in the commercial course because there is an eco-

nomic value in all the subjects offered in this department of our work.

The next speaker was Dr. Anton de Haas, Professor of Foreign Trade, New York University. His subject was "Business Organization and Administration in the Commercial Course." Dr. de Haas feels we have over-emphasized the technical work in our courses, that the professional side should be given more consideration. We do not give enough attention to the broad subjects which build professional men and women. Our high schools have the duty of not only turning out "job getters" but good citizens. Business organization is the business structure; it is the architecture of business. He spoke of the vast field of material on every hand for the teacher of this subject and how interesting the work becomes to those forward-looking teachers to whom the subject is of vital interest. Send your pupils out from school with a course in business organization and administration as a background for their technical work. They will come to appreciate better the relationship of employer and employee, and will have a better understanding of business activities and problems.

Mr. Godfrey Dewey then spoke on "Shorthand for General, Non-Professional Use." Mr. Dewey pointed out that the vocational field has been emphasized on every hand but not enough attention has been given to the non-professional use of shorthand

or to the training of professional men to fill the ranks in reporting and other professional work of a high character. He spoke of the value of shorthand writing to every individual; the employing of shorthand to record telephone conversations; the taking down of important memorandums; "the salvaging of precious thoughts." Mr. Dewey feels that shorthand will become more generally used in the years to come.

To all of this we heartily subscribe; but when Mr. Dewey reverted to the almost century-old theory that there must be several "styles" of shorthand to embrace the three fields of shorthand activity—personal use, commercial stenographic use, and reporting use—he got on highly debatable ground. With a simple system, there is really no necessity for this great variation in "style." It is a mere question of development of executive ability. The style found in the Gregg Shorthand Manual is as good for the non-professional user as it is for the reporter—the difference being in the degree of skill developed in using it. This was clearly shown in a demonstration that was given in London during the summer. Mr. Crockett, an Englishman who won the British Amateur Championship in England, wrote from dictation at a high speed on the blackboard. Mr. Smith, an American who learned the system in America, 4,000 miles from where Mr. Crockett learned it, came into the room and read the notes like print, although he had not heard the matter dictated. The test was reversed with equally good results. In other words, the "style" of these writers was practically identical, the only difference being in the characteristics of penmanship that are natural to the individual.

At the opening of the afternoon session Mr. Archibald, instructor in music, again took charge; then Miss Madeleine Slade, of the Cambridge, Massachusetts, High and Latin School, was introduced by President Percy. Miss Slade spoke on "Office Practice in the High School." Miss Slade has built up an excellent office practice department in the Cambridge school. Her method of teaching accuracy, initiative, self-control and responsibility might be given more consideration in the average course. Approximately \$6,000 has been saved the city of Cambridge in printing bills through the work of her department during the past year. Miss Slade believes machine bookkeeping is here to stay and urges progressive schools to give more serious thought and attention to the equipment being used in the progressive business offices.

Mr. Guy D. Miller, High School of Commerce, Springfield, Massachusetts, spoke on "Bookkeeping: Its Aims and Essentials," and fittingly asked the question, "What are you teaching bookkeeping for—are you training your students for success in life or merely to make entries in a book? Teachers, what are your aims?" Many of our teachers are teaching bookkeeping from the viewpoint of job-getting, but bookkeeping should be taught because it is of value not only to those in the commercial world but to the doctor, the lawyer, the farmer, the engineer—every man should know something of accounts. When we teachers get this viewpoint we will teach our students the ability to see relationships. This enriches the general education of the boy or the girl. Such a course enables the student to think in the terms of business with the business man—to stick to

essentials, and to business facts. We must not lose sight of the importance of bookkeeping in the training of the coming business man. Suppose we change our name to the Business Department rather than Commercial Department, then adopt as our ideal, "Business Leadership," and live up to it.

Out of his personal experience as a Civil Service examiner, Dr. Joseph J. Reilly, Superintendent of Schools, Ware, Massachusetts, spoke on "The High School Commercial Pupil as seen by the Civil Service Examiner." He mentioned the weaknesses of pupils, particularly in handling the mother tongue—English—and in working mathematical problems presented by the examiner. Dr. Reilly emphasized the big task that confronts teachers in securing concentrated effort in the classroom. In his experience as an examiner he found concentration woefully lacking.

The last speaker of the afternoon was Mr. Frederick G. Nichols, Associate Professor of Education, Graduate School of Education, Harvard University, who spoke on the "Danger Signals in Commercial Education." One of the danger points is keeping the commercial course in balance. A few years ago we found it difficult to get superintendents and principals to recognize the importance of commercial work. To-day we find they are, in some cases, willing to go further than many of us are willing to follow—referring particularly to the junior high school work.

We hear a great deal in our high schools about training for citizenship, the training for all activities of life as well as that of making a living. Is there a teacher or a group of teachers in the high schools of to-day who have done more to train for citizenship than the commercial teacher or the commercial department? We think not. Commercial law and economics play an important part in the lives of men of affairs; these important subjects should not be overlooked.

Another danger signal—many school officials feel the commercial course should conform to college requirements and therefore many commercial subjects should give way to Latin, etc. The best way to overcome this is to make your commercial course so good that the colleges cannot afford to debar your students. Mr. Nichols gave some interesting statistics regarding the college work of men who in early life were deprived of secondary school training.

The demand that high school courses should consist largely of leadership training, in other words, that our high schools are the sieves in which we sift and pick out the boys and girls who are suited for leadership is entirely wrong. We should not drop our students who do not show up as leaders, but we should give some thought to the workers who will depend very largely for their future success on the training we give them during the early part of their high school course.

The fruits of the earth do not more obviously require labor and cultivation to prepare them for our use and subsistence than our faculties demand instruction.—Barrow.

you have done it, and it is not appreciated, perhaps then you have reached the limit of your job.

But you must search deep⁶⁰⁰ and be dead sure that your accomplishments have been as big as you think them.

(615.) — *From the Duluth Herald.*

(Copyright, 1922, by Sophie Irene Loeb)

A "Pointer" from John Wanamaker

Happy is the man that knows he was born to work, who knows he can work, and that by work well done he can keep⁶⁵ on climbing as other men have done to more enjoyable and profitable work.

If he is jealous of other men above him, let him remember⁵⁰ that it has been long given out as a fact that John Jacob Astor, the first Astor, peddled his goods from a basket, and that⁷⁶ the writer saw Thomas A. Edison working at his beginnings in a barn of a place, said to have been used once as a stable.¹⁰⁰

No man need always stop at his beginnings if he has got anything more in him.

Take a move, at once, upon yourself, please.

(Signed)¹²⁵ JOHN WANAMAKER. (127)

Anne Lee—Peacemaker

By Helen Moriarty

(Concluded from the February issue)

In the tea shop the next morning there were no customers when Gerald McCort drove up in his roadster. Anne⁶³⁰⁰ Lee saw him, and a quivering smile crossed her lips. They were coming across all right! For whoever any one else might mean by "they"⁶³²⁵ to her the word symbolized only one person—Gerald McCort. She had relieved her feelings to a great extent in the stress of her anger⁶³⁵⁰ before she left the office, but then she did not really know how much of the blame was his. But now! She had been anticipating⁶³⁷⁵ this moment for two months, rehearsing it and laying up the few quip, cutting, sarcastic

things she wished to say. She straightened her shoulders and⁶⁴⁰⁰ achieved quite a friendly smile as he entered.

"Well, Anne Lee," he greeted her gayly enough, but flinging himself into the first chair he came⁶⁴²⁵ to, "the roof's off. I went over the top and came down with a dull thud. Now see what you did with your little hatchet!"⁶⁴⁵⁰

He tossed it at her not without a certain malicious pleasure in thus being able to turn the tables. More than anything else on earth⁶⁴⁷⁵ he had been desiring to make amends to Anne Lee, and it certainly was an unexpected pleasure to have something with which to reproach her.⁶⁵⁰⁰

"What do you mean?" shortly. It was annoying to have the wind taken out of her sails like this. Her little hatchet indeed!

"I mean⁶⁵²⁵ D. A.," shaking his head. "Blew me up this morning. I'm leaving at the end of the month. The old boy went a little too⁶⁵⁵⁰ far."

"What?" Anne stared at him aghast. "Leaving Grant's? You? I never heard the like! You don't mean to say it was about me?"

McCort⁶⁵⁷⁵ nodded. "Of course. Don't worry," as Anne gasped. "I deserved a come-down, I guess, for the way I—the way you were treated. But⁶⁶⁰⁰ I don't mind about D. A.," he added hastily. "A man can stay in a place too long."

But Anne Lee broke in, furious. "How⁶⁶²⁵ perfectly silly!" she cried angrily. "I won't have it, that's all! Quarreling about me! Don't you think it was mean enough, the way I was⁶⁶⁵⁰ treated, without making me accountable for all this?"

"Oh, but Anne Lee, I don't! I was only joking!" McCort was honestly ashamed. "It would have⁶⁶⁷⁵ happened sooner or later anyhow. You know how cranky D. A. is—"

"He isn't—he's a dear, and you know it! Oh, you ought to⁶⁷⁰⁰ be ashamed of yourself — he's given you your chance—"

Gerald's mask fell. "And what

about me?" he demanded hoarsely. "Who around there slaved like I⁶⁷²⁵ did, night and day? Yes, he gave me my chance, but I took it and built something on it that the firm can always be⁶⁷⁵⁰ proud of! Now I can go some place else and do the same!" He stood up, pale and haggard. "But I can do it all⁶⁷⁷⁵ right," and his chin went out assertively.

Suddenly, with a rush of her old-time sympathy, Anne Lee felt terribly sorry for him. She knew,⁵⁸⁰⁰ none better, what it meant to him, leaving Grant's. He had grown up there, you might say. He loved the company, and it was true⁶⁸²⁵ no one had worked as hard as he had. A large measure of its later success was due to him and to his indefatigable, tireless⁶⁸⁵⁰ efforts. And D. A. depended on him so. Oh, it was a provoking, useless muddle—it shouldn't have happened—she simply wouldn't have it, that⁶⁸⁷⁵ was all!

"Listen, Gerald," she began quietly. "You've simply got to let me do something since the fuss was all about me—don't you see⁶⁹⁰⁰ how I feel about it? And it isn't for your sake altogether," carefully adroit. "It's D. A. He can't get any one to fill⁶⁹²⁵ your place."

"Oh, I think he's going to put Reams there—he can get some one."

Anne looked surprised and troubled. "Shorty?" incredulously. "Oh, he⁶⁹⁵⁰ can't! If he took that he would never go back to his father, and that's where he belongs!"

"He'll take it all right," said McCort⁶⁹⁷⁵ indifferently. He was not overly concerned about Shorty and his affairs. His own were too pressing. But strangely enough Anne discovered that she was. She⁷⁰⁰⁰ didn't want him to make a mistake—good old Shorty who had championed her cause so loyally and yet with so much delicacy of feeling⁷⁰²⁵ that never once had he hinted, as others had not failed to do, that she had been considerable of a fool for working as she⁷⁰⁵⁰ did and not demanding her rights. Of course she had kept on hoping and believing that

some one would see to it, and Gerald could⁷⁰⁷⁵ have done so any time the last six years, but he didn't. She ought to be glad that he had got his. But she wasn't⁷¹⁰⁰—she was only sorry for him and for the whole unfortunate mixup. It was so ridiculous of them, men of affairs, to scrap like school-boys⁷¹²⁵! But if she could help it she didn't intend to let them drag Shorty into it. His place was with his father. To tie himself⁷¹⁵⁰ down into a permanent position anywhere else would be in the nature of a tremendous mistake.

"Let me straighten this out—please, Gerald. You don't⁷¹⁷⁵ want to leave Grant's. You mustn't—it's your job. And you know Mr. Grant's temper—over a minute, just like that. Let me talk to⁷²⁰⁰ him."

McCort blustered, protested, argued, refused; but, of course, in the end Anne Lee had her way. She told him, however, somewhat to her own⁷²²⁵ surprise, as decidedly as even Shorty could have wished, that she was not going back to Grant's, even at the generous salary and back pay⁷²⁵⁰ he had been directed to offer her; for "squaring the firm with Anne Lee" was to have been one of the Secretary's last official acts.⁷²⁷⁵ She loved her tea shop, she informed him. Wasn't it quaint and pretty?

McCort looked around and said heartily that it was, privately wondering what⁷³⁰⁰ Anne could see in a place like that when she might be back at Grant's with any number of interesting things to do. Grant's! If⁷³²⁵ she stayed on himself—

Anne Lee watched him go away, completely obsessed by his own troubles, and the last vestige of the glamour that had⁷³⁵⁰ always surrounded him in her eyes went with him. Always she had had a sort of possessive pride in Gerald. She had seen him grow⁷³⁷⁵—and had helped in the process—from a bungling clerk to a high position in the company. She had rejoiced in his acumen and had⁷⁴⁰⁰ been glad to work with and for him. But to-day she saw him as she had never seen him before. He was dear and nice,⁷⁴²⁵ she

thought remorsefully. But he was for *Gerald*, first, last, and all the time.

McCort did stay on at Grant's, for the breach was successfully⁷⁴⁶⁰ healed through Anne's tactful intervention, and they were all so glad in the main office, where the Secretary was a prime favorite, that things began⁷⁴⁷⁵ to go better at once. And Anne Lee was never coming back! She had started a tea shop. What do you think of that?

Well,⁷⁵⁰⁰ Miss Hemsteger was a cousin of hers and really a great deal like her when you came to think of it. Still, they often said⁷⁵²⁵ regretfully, there was no one like Anne Lee, *absolutely!*

Shorty Reams did not hear of Anne's decision for several days. His heart missed a beat⁷⁵⁸⁰ and he lost no time in calling up to talk about it.

"When are you coming out?" he was asked hospitably.

"How about to-night?"

"Fine,"⁷⁵⁷⁵ answered Anne Lee, smiling to herself.

"So you did me out of a good job," Shorty remarked that evening after they had discussed the recent⁷⁶⁰⁰ unpleasantness from various angles. "I thought," reproachfully, "you were a friend of mine."

"That's the reason," said Anne cryptically.

"How come?"

"Your job is over⁷⁶²⁵ at the Reams Manufacturing Company," with a straight look from her dark eyes.

"Oh, I don't know!" He shifted uneasily in his seat under the⁷⁶⁵⁰ girl's direct regard. "The—er—president of the company doesn't seem to think so." The words were defensive.

Anne Lee looked sober. "You know better⁷⁶⁷⁵ than that. And so do I. And what's more—" she paused, horribly nervous—"he's coming out here to-night to tell you so. Shorty!" as he⁷⁷⁰⁰ sprang to his feet upsetting the chair with a clatter, "you're not a man, if you don't meet him half way!" There were tears in⁷⁷²⁵ her eyes as she turned and made for the door; but Shorty was after her.

"Wait, Anne Lee!" he commanded,

pale to the lips. "I⁷⁷⁵⁰ will—I'll go more than half way—on one condition—"

The news of the engagement was the only thing that consoled D. A. Grant for⁷⁷⁷⁵ the loss of Anne Lee.

"Isn't she a wonder?" he chuckled to McCort. "Made him go right back where he belonged. Sorry to lose him⁷⁸⁰⁰ of course; but isn't he a lucky dog to get Anne Lee?"

McCort stared gloomily at the wall for the next half hour. Shorty! That⁷⁸²⁵ little sawed-off! . . . Oh, well, you never could tell about girls! (7836)—*From Extension Magazine.*

Lesson IX

WORDS

Business, causes, desires, lists, exists, instances, systems, societies, trusts, accepts, considers, corresponds, customs, houses, industries, respects, sirs, courses, invoices, offices, carries, names, cares, regards, arranges,²⁵ clears, credits. (27)

SENTENCES

The new clerk will deliver the merchandise to Doctor Smith's office tomorrow. We will send you either a check or a draft next week. After²⁵ we receive your letter giving full details we will go ahead with the plans and have the house ready for you by fall. We trust⁵⁰ the goods will be satisfactory in all respects. We know of many instances where these two societies have clashed. (69)

Lesson X

WORDS

Deliverer, charger, wired, former, observatory, coöperated, demonstrated, numbered, 400, 4,000, 4,000,000, 4,000,000,000, 400,000,000, 4 pounds, 4 bushels, 4 barrels, 4 o'clock, duplicated, writer, neared, outfitter, feared, duplicator, delighted, cleared,²⁵ calculated, relinquished. (27)

SENTENCES

Our customer was charged for the full invoice value of the goods, although several items were missing. Will you coöperate with us in our

endeavor²⁵ to collect from this firm? The writer would be delighted if you would be present at the next meeting of the association. The creditors do⁶⁰ not seem willing to relinquish their claims before March first. The magazine writer will be highly pleased with this outfit. (70)

Lesson XI

WORDS

To play, to fasten, to object, to return, to let, as quick as, we had not been able, we do not believe, you don't think,²⁵ there was not, he wasn't, I am sorry to know, glad to have, in reference to this matter, we regret to see, copy of the⁵⁰ order, minute after minute, page by page, in respect to that, from shore to shore, they have been able, they do not care, they don't⁷⁵ care, we hope to receive, we have been able. (84)

SENTENCES

To be able to write such a letter should be a great inspiration to any one. We are sorry you do not feel you have²⁵ the time to take up this matter at this time. As long as we have been doing business at this stand we have never offered⁵⁰ goods of a better quality. There isn't any doubt but that this is the man for whom you are looking. How soon may we hear⁷⁵ from you in reference to this matter? We had a number of these plates on hand last week, but to-day they are all gone. (99)

Lesson XII

WORDS

Fastidious, violence, cunning, clumsy, refine, disown, procession, percentage, clutch, erudition, elucidation, crimination, erect, admission, adventurous, we admire, molest, compact, rotation, wild, sold, bandage, sundry, began,²⁵ harvest. (26)

SENTENCES

We admire your stand on this viaduct matter. We will deliver your trunks and other baggage as soon as

we are able to get in²⁵ touch with our driver. He is cunning but not the least fastidious. The adventurous youth would not molest the old lady. We hope to reap⁵⁰ the largest harvest in years. Our society is erecting on the next corner a building which will cost around a hundred thousand dollars. (73)

The Thinker

Back of the beating hammer,
By which the steel is wrought,
Back of the workshop's clamor
The seeker may find his Thought,
The Thought that²⁵ is ever master
Of iron and steam and steel,
That rises above disaster
And tramples it under heel.
The drudge may fret and tinker
Or⁵⁰ labor with laggard blows,
But back of him stands the Thinker,
The clear-eyed man who knows;
For into each plow and saber,
Each piece⁷⁵ and part and whole,
Must go the Brains of labor
Which give the work a soul.

Back of the motors humming,
Back of the belts¹⁰⁰ that sing,
Back of the hammers drumming,
Back of the cranes that swing
There is the eye which scans them,
Watching through stress and strain,¹²⁵
There is the Mind which plans them
Back of the Brawn, the Brain.

Might of the roaring boiler,
Force of the engine thrust,
Strength of¹⁵⁰ the sweating toiler—
Greatly in these we trust;
But back of them stands the Schemer,
The Thinker that drives things
through—
Back of the Job¹⁷⁵—the Dreamer,
Who makes the dreams come
true. (183)—Berton Braley.

The World Belongs to the Fighting Few

When you lose faith in yourself
your mainspring has run down—the
rest of the works are useless. You are

letting time pass without making²⁵ a record—you are wrong inside and a glance at your face shows everybody that you are out of order.

You are just occupying the⁶⁰ space of a man—fit only to be directed and fitted merely for the little posts in life where hands and feet are paid for⁷⁵ by the dime per hour. You have judged yourself and passed adverse sentence—the world won't reverse the decision. You can no longer direct yourself,¹⁰⁰ so you must be driven.

The rest of us are not cheating our hour of opportunity, and since you don't care we haven't the time¹²⁵ to care for you. You can come as far as we go, but we won't carry you on. The roads to Everywhere are open. You¹⁵⁰ have the same right of way, but not the right to weigh upon our backs.

The thing—the only thing—that can save you is¹⁷⁵ a rewinding of the mainspring—Determination. (181)

Mistakes and Excuses

By Lorna D. Brown, Spokane, Washington.

Quoting from *Gregg Speed Studies*: "If I were asked what attribute most commanded fortune, I should say 'Earnestness.'" If I were asked what attribute most²⁵ commanded failure, I should say "Excuse-making."

In every walk of life from the humblest to the highest, from the richest to the poorest and,⁵⁰ in our own field, from the beginning student to the department heads, each and every one can always be depended upon to give an alibi⁷⁵ for something left undone.

We leave our home in the morning. If we walk, some one behind us says, "Oh, yes, I could have beaten¹⁰⁰ him easily, but that other machine got in the way."

Or, take a street car and listen to the fellow across the aisle say, "I¹²⁵ was away off my game yesterday. I usually play that course in 80 but the wind blew so hard yesterday I could not do a¹⁵⁰ thing."

Turn your head to the other side

and listen to someone's stenographer say, "It makes me so mad. I should have had that job¹⁷⁵ but Mr. Byrne never did like me, anyhow. I work eight hours a day and that's enough. I am not going to work any more²⁰⁰ for anybody. What they need is an office boy, not a stenographer. Why just think! The manager asked me to sharpen his pencil. The idea!²²⁵ I never said a word. I just looked at him! I'll never get a raise in that office. They do not appreciate good work when²⁵⁰ they get it!"

Two bank officials in the same car were discussing the financing of a local enterprise. "My bank could just as well have²⁷⁵ financed that deal, but their president called when I was out at the Country Club. Well, I can't help it. A man needs some recreation."³⁰⁰

In the schoolroom it is the same. If students would only study one-half the time they use in thinking up excuses, their efficiency³²⁵ would increase fifty per cent.

And the tragedy (or comedy) lies in the fact that no one ever believes what they say. Here, the truth³⁵⁰ of the remark, "There is nothing new under the sun," is especially marked. From year to year the explanations of failure are the same—illness,³⁷⁵ nervousness, outside influence of some kind, but never, oh! never, are they at fault themselves.

A student who cannot learn blames the teacher; a teacher⁴⁰⁰ who cannot advance blames the management of the school; the head of the school blames the administration or the times if he is not⁴²⁵ financially successful.

There is no greater proof of a strong character than willingness to admit a mistake and shoulder the responsibility. It takes more courage⁴⁵⁰ to take blame that might easily be shifted to someone else, or to admit lack of ability to learn, than to stand up to any⁴⁷⁵ animate, active danger or crisis.

Is there a single nation to-day that is willing to shoulder the blame for the chaos of the world?

Vocabulary Studies for Stenographers

by

E. N. Miner

Formerly Editor and Publisher of the Phonographic World; Formerly President of the National Commercial Teachers' Federation.

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Will⁶⁰⁰ labor admit its indiscretions or capital its unfairness?

Yet if each individual in these organizations had been brought up to believe that sometimes wrong⁵²⁵ lies hidden within ourselves, and to be willing to do everything possible for the reparation of that wrong, arbitration would be far more successful.

Students⁶⁰⁰ of commercial schools represent the coming business power of the world. If only they could be made to realize the growth in individual strength and⁶⁷⁵ in national force that lies within each man or woman divine enough to make and carry out the resolution of "No Excuses"! If we only⁶⁰⁰ had teachers great enough to drive this home to the young men and women under their tutelage, commerciality could lay claim to something far greater⁶²⁵ than practicality—divinity. (628)

Church vs. the Print Studio

(Continued from the February issue)

Q Do you know¹³⁸⁰ when Samuels went into the service?

A No, I do not know.

Q Do you know whether he went into the service at all?

A¹³⁷⁵ No, I do not.

Q What do you mean when you say that he quit to go into the service?

A That is as near¹⁴⁰⁰ as I can remember.

Q As near as you can remember?

A Yes, sir.

Q As a matter of fact, he did not go into¹⁴²⁵ the service at all, did he?

A I don't know.

Q But he quit your employ over there?

A Yes.

Q And you had trouble¹⁴⁵⁰ with Mr. Vance, didn't you?

A No, sir.

Q Didn't he quit?

A He got through for the reason he could not get along with¹⁴⁷⁵ Mr. Thomas. He told me that he could not get along with him. I offered Mr.

Vance a \$5.00 raise if he would stay,¹⁶⁰⁰ and when he went out to lunch he told Mr. Thomas that I had offered him a \$5.00 increase to stay.

Q Were you¹⁶²⁵ present at that time.

A At what time?

Q At the time he told Mr. Thomas that.

A No. He told me this afterwards. He¹⁶⁵⁰ told me this when he came back. Immediately after, Mr. Thomas came to me and said that as long as I had offered Vance a¹⁶⁷⁵ \$5.00 increase to stay he felt that he was entitled to more money, and as near as I can remember he told me that¹⁶⁰⁰ if he didn't get it he would quit.

Q Well, he did quit, didn't he?

A No.

Q Now, Thomas, Samuels, Vance and the office¹⁶²⁵ boy were the only four people working there in the production end at the time weren't they?

A I believe that is all there were.¹⁶⁵⁰

Q And the office boy quit too, didn't he?

A No, he didn't quit.

Q What happened to him?

A Mr. Peterson discharged him after¹⁶⁷⁵ he came back.

Q Now, you employed some one to take the place of Thomas didn't you?

A Yes, sir.

Q And you employed some¹⁷⁰⁰ one to take the place of Samuels didn't you?

A Yes, sir.

Q Did you employ some one to take the place of Vance?

A¹⁷²⁵ I don't think I employed any one to fill Vance's place.

Q Did you employ those two men yourself?

A Not alone. I employed them¹⁷⁵⁰ in coöperation with Mrs. Peterson

Q You didn't have any meeting of of the board of directors to pass on those employments, did you?

A No.¹⁷⁷⁵

(To be continued next month)

Business Letters

ORDERS

[From Gardner's Constructive Dictation
Pages 84, Letters 1 and 2]

Mr. A. F. Harris,
241 Ocean Avenue,
Los Angeles, California.

Dear Mr. Harris:

Complying with your request of
March 23, we²⁵ have to-day sent you
the following:

10 blocks quadruplicate order blanks
40 sheets of carbon paper, 8 1-2x11
1 block single³⁰ country order blanks.

The advance cards we were unable
to send you with the above, but they
will go forward at the earliest possible
date.⁷⁵

Very truly yours, (78)

Mallory, Mitchell & Faust,
26 Madison Street,
Chicago, Illinois.

Gentlemen:

Please arrange to have forwarded
to us at the earliest possible date
twenty (20)²⁵ copies of the following
papers:

PUBLICATION	LOCATION	DATE
Farmer	St. Paul, Minn.	May 11
Wisconsin Farmer	Des Moines, Iowa	May 9
Nebraska Farm Journal	Omaha, ⁴⁰ Nebr.	May 15
Breeder's Gazette	Chicago, Ill.	May 16
Iowa Homestead	Des Moines, Iowa	May 16
Farm & Ranch	Dalla ⁵ , Texas	May 18
Farmer's Guide ⁷⁵	Huntington Indiana	May 25
Hoard's Dairyman	Fort Atkinson, Wis.	May 24
Oklahoma Farmer	Oklahoma City, Okla.	June 10
Country Gentle- man	Philadelphia, Pa.	June ¹⁰⁰ 15

We desire to have these for the im-
mediate use of our salesmen.

Very truly yours, (116)

Short Stories in Shorthand

FRONT-PAGE NEWS

"There's a story in this paper of a
woman that used a telephone for the
first time in 83 years."

"She must be on²⁵ a party line."
(28)

A SORE SPOT WITH HIM

The teacher was addressing his
pupils on the subjects of laziness and
idleness.

He drew a terrible picture of the
habitual loafer—the man who²⁵ dis-
likes to work and who begs for all he
gets.

"Now, John," said the teacher to a
little boy who had been very inatten-
tive during³⁰ the lesson.

John was instantly on the alert.

"Tell me," continued the teacher,
"who is the miserable individual who
gets clothes, food, and lodging, and⁷⁵
net does nothing in return?"

John's face brightened.

"Please, sir," said he, "the baby."
(89)

THE INNOCENT REJOINER

Jones—"How do you like the
weather these days?"

Brown—"Exceedingly disagreeable."

Jones—"And how is your wife?"

Brown—"The same, thank you!"
(23)

A DISTINCT ADVANTAGE

"Isn't it perfectly wonderful that
we can sit here in our own home and
listen to a lecture or a sermon hundreds
of miles away?"²⁵

"Yes, and the best part of it is that
we can shut it off whenever we please."
(42)

FITTINGLY QUALIFIED

A clergyman who advertised for an
organist received this reply:

"Dear Sir:—I notice that you have
a vacancy for an organist and music
teacher²⁵ either lady or gentleman.
Having been both for several years, I
beg to apply for the position." (42)

WISE BIRD

Customer: Waiter, a little bird
told me this coffee was not strained.

Waiter: A little bird, sir?

Customer: Yes, a swallow. (21)